

PBIS Indiana: Applying Culturally Responsive Practice to Positive Behavior Supports

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Heather Ormiston
Lauren Shure
Michele Brentano
Indiana University

Objectives

- Overview of PBIS Indiana
- Traditional SW PBS
- Culturally Responsive SW PBS
- What does it take?
- Challenge

PBIS Indiana: Our Goal

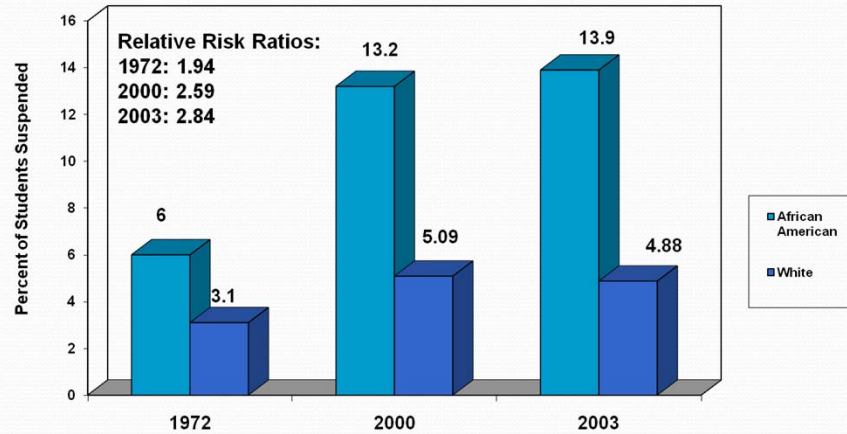
“To what extent are all groups benefitting equally?”

- Address culture, achievement, dropout rates, parent involvement, and LRE
- Cultural responsiveness and PBIS cannot be separated
- Issues of culture, race, ethnicity, and SES must be made explicit

Minority disproportionality in suspension and expulsion has been consistently documented over the last 30 years.

- Black students suspended 2-3x as frequently
- Racial/Ethnic Disproportionality also found in:
 - Office referrals
 - Expulsion
 - Corporal Punishment
- Students with disabilities over-represented:
 - 11-14% of population
 - Approx. 20-24% of suspensions

Disproportionality in School Discipline at the National Level: 1972, 2000, 2003



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5

For What Behaviors are Students Referred?

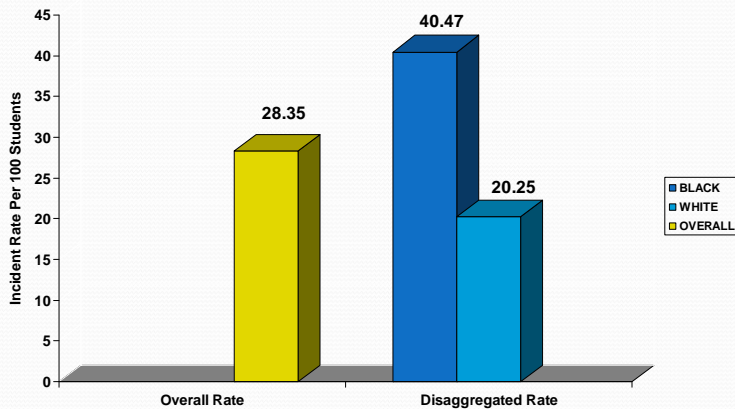
Of 32 infractions, only 8 significant differences:

- White students referred more for:
 - Smoking
 - Vandalism
 - Leaving w/o permission
 - Obscene Language
- Black students referred more for:
 - Disrespect
 - Excessive Noise
 - Threat
 - Loitering

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6

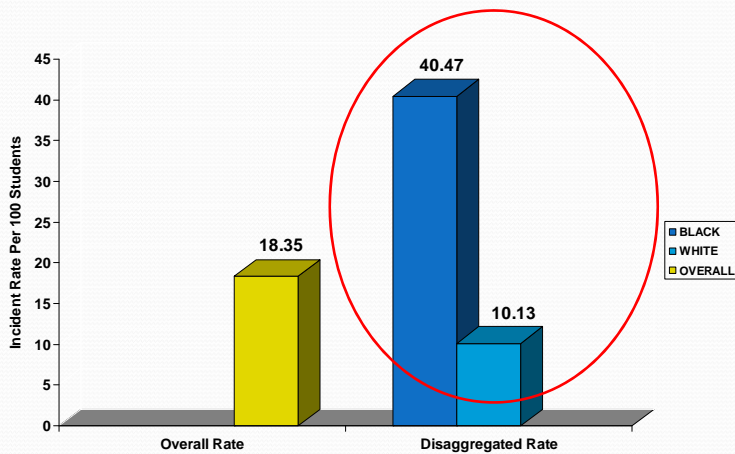
Discipline Rates



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7

Discipline Rates Disaggregated



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8

Logic for considering culture within School-wide PBS

- **Schools face difficult challenges**
 - Cultural mismatch between schools and students
- **Disparate outcomes**
 - Culturally and linguistically diverse students have lower graduation rates, and are over-represented in discipline
- **School-wide discipline systems**
 - Must attend to outcomes for culturally and linguistically diverse students, not just aggregate outcomes.

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9

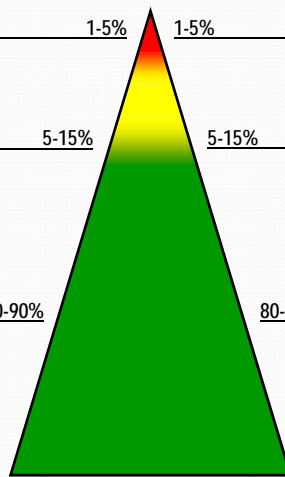
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions	1-5%
•Individual students •Assessment-based •High intensity	
Tier 2/Secondary Interventions	5-15%
•Some students (at-risk) •High efficiency •Rapid response •Small group interventions •Some individualizing	
Tier 1/Universal Interventions	80-90%
•All students •Preventive, proactive	

Behavioral Systems

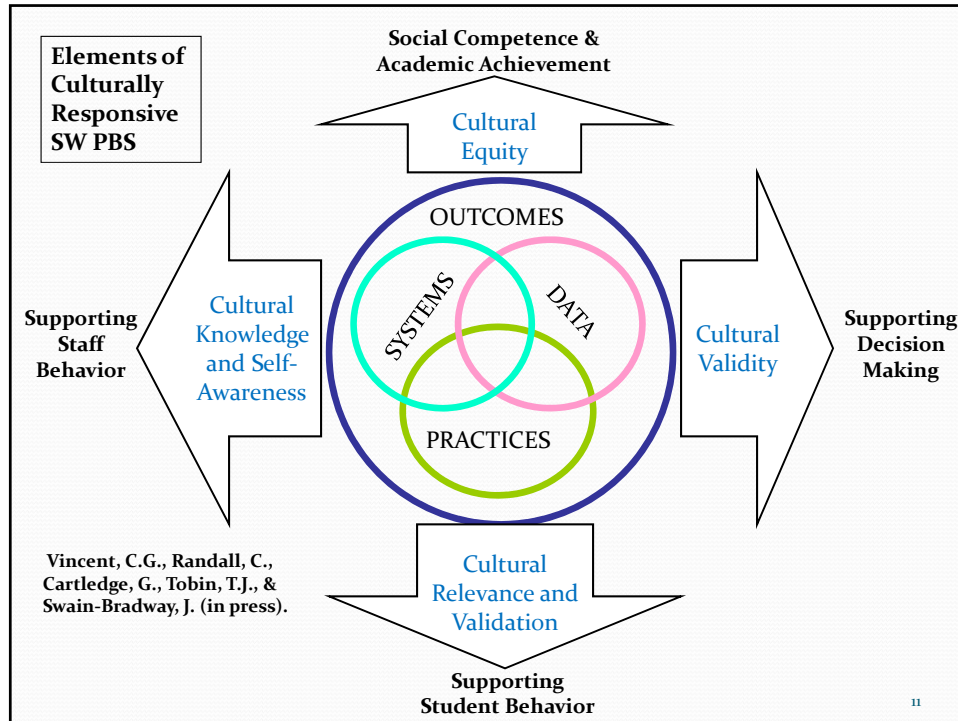
Tier 3/Tertiary Interventions	1-5%
•Individual students •Assessment-based •Intense, durable procedures	
Tier 2/Secondary Interventions	5-15%
•Some students (at-risk) •High efficiency •Rapid response •Small group interventions •Some individualizing	
Tier 1/Universal Interventions	80-90%
•All settings, all students •Preventive, proactive	



Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>

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10



What does Culturally Responsive PBIS look like?

Component	Culturally Responsive PBIS
Establish Commitment	<ul style="list-style-type: none"> • Admin support and active involvement <ul style="list-style-type: none"> • District leadership team • School-wide commitment to addressing racial/ethnic disparities • Funding/resources • Purposeful planning & time to enhance awareness of culture • School initiatives in alignment • Faculty/staff support • Commitment to make all families feel welcome • 3-5 year process
Establish and Maintain Team	<ul style="list-style-type: none"> • Representative team established: racial/ethnic, SES diversity, admin, teachers, gen ed., special ed., families
Collecting and Analyzing Data	<ul style="list-style-type: none"> • Survey and interviews on culture • Disaggregated disciplinary data • Hypotheses about data that include culture • Strengths based • Action Plan developed and presented to faculty • Implementation fidelity

Component	Culturally Responsive PBIS
Universal Level Plan/ School-Wide	<ul style="list-style-type: none"> • Examine intersection of culture and school • How does a cultural perspective affect instruction and management? • Teach with awareness of cultural differences • Bridge the gap between school and home behavioral expectations • Define school-wide behavior expectations • Plans to teach expectations • Reinforcement system • Define consequences for behaviors of concern • Monitor using implementation data and outcome data • Develop culturally responsive interventions
Establish Information Systems	<ul style="list-style-type: none"> • Disaggregate outcome data • To what extent has intervention worked for <i>all groups</i>? • How does awareness of culture affect teaching? • System for gathering useful information • Process for summarizing data • Process for using information for decision-making
Build Capacity for Function-based Support	<ul style="list-style-type: none"> • Personnel with behavioral expertise • Time and procedures for identification, assessment, and implementation for Tier 2 & Tier 3

13

What happens when we don't examine culture?

If culture is not considered, 3 tiered frameworks run the risk of intervention practices working only for some students. This promotes inequitable educational access, outcomes, and the continuation of the disproportionate representation of culturally diverse students who are suspended and expelled.

(NCCREST)

Reflection on Gender, Class, and Race

- Find a partner
- Each person will have one minute to respond to the question. After one minute, we will switch roles
- Question 1: What is the first time you remember becoming aware of gender?
- Question 2: When did you first become aware of class?
- Question 3: When did you first become aware of race/ethnicity?

Culture: What Is It?

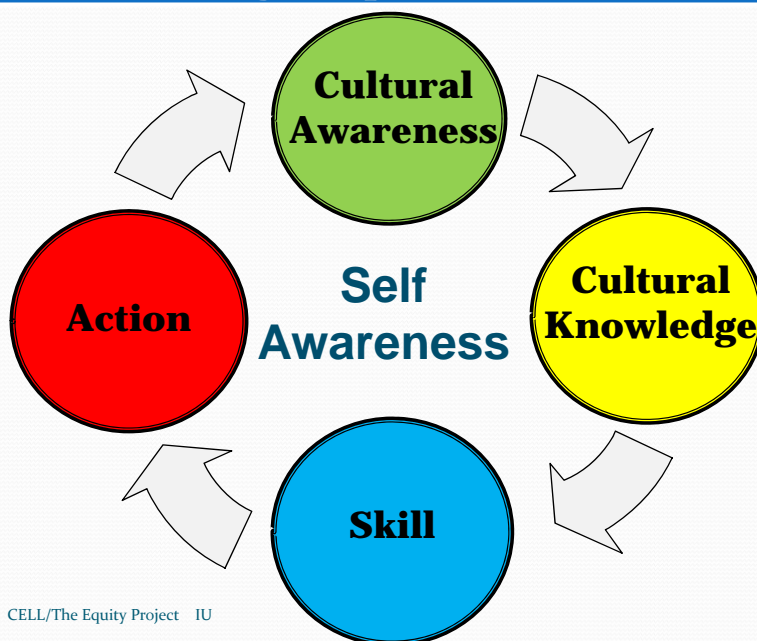
Culture: the language, beliefs, values, norms, behaviors, and material objects that are passed from one generation to another.

Every person on the planet is a member of at least one culture (*Glenn Hoffarth, 2002*)

Three Things To Remember About Culture...

- Culture is dynamic, not static
- No culture is monolithic There are cultures within cultures
- Culture, language, ethnicity and race form part of our identity, values, beliefs and behaviors. Other influences include: socio-economic status, education, occupation, personal experience, community, family and individual personality.

Culturally Responsive Practice



Have I Asked the Right Questions?

Self Awareness	What cultural groups do I identify with? What are my values, beliefs, ways of communicating?
Cultural Awareness	How do I interpret the behaviors, beliefs, values of other cultural groups? Am I aware of my biases and prejudices towards other cultural groups?
Knowledge	Am I knowledgeable about communication and conflict styles of different cultural groups, and the implications those differences might have on educational outcomes?
Skill	Do I have the skills needed to work effectively across cultures?
Actions	Do I actively change my perspective and behaviors in order to adapt in culturally diverse settings? Do I seek out interactions to broaden my perspectives about cultural difference?

19

Culturally Responsive Positive Behavioral Interventions and Supports

How do we get SW Expectations to be culturally responsive?

- Survey staff, students-traditional PBS
- Family input
 - If there were three big rules for the school, what should they be?
- Family member, students on team

Location Specific Behaviors (Teaching Matrix)

- Positively Stated
- Concrete/Operationalized
- Culturally neutral
- Ex: “be on-time” vs. “arrive between 8:30 and 8:45 am”

	Arrival
Be Safe	<ul style="list-style-type: none"> • Walk on the sidewalk and in hallways. • Stand away from doors. • Wait on sidewalk near front entrance, or in foyer. • Keep unfriendly and overly friendly hands to yourself.
Be Responsible	<ul style="list-style-type: none"> • Arrive between 8:30 and 8:45. • Walk to breakfast starting at 8:30. • Walk to class at 8:45. • Remove hats before entering building.
Be Respectful	<ul style="list-style-type: none"> • Follow directions of adult supervisors. • Use a level 1 voice. • Use eyes only with objects in foyer. • Wipe your feet

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Lesson Plans

- Teaching our school culture and expectations
- Emphasize “rules for this school . . . “ “here at Evergreen . . .”
- Avoid statements that suggest that behavior is universally right or wrong or inappropriate or appropriate.
- *The goal is to teach kids how to be successful in the school environment while at the same time valuing their home culture.*

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Teaching SW Expectations as Broad General Principles

- Integrate across curriculum
- Use thematically
 - Expectation for the week
 - Announcements
 - Assemblies
- Homework
 - What does respect look like in your home?
 - What responsibilities do you have at home?

Acknowledgement System

- What students deem as reinforcing is closely tied to their culture.
- **Reflects the cultural preferences of students and families**
- Preference for Acknowledgement
 - Private vs. in front of the larger group
 - Individual vs. group
 - Social vs. tangible

System to Respond to Errors

- Location v. Office Managed
 - Operationalize, decrease subjectivity
- Intervention Menu
 - Precision commands
 - Re-teaching
 - Additional scaffolding
- Office Discipline Referral Process
 - Consistent Process

Behavioral Error or Misinterpretation?

- *Often, the determination of what is considered to be a problem behavior is based on a cultural interpretation of that behavior. The least we can do is to stop making “snap decisions.”*

Gather More Information

- Call parent or guardian and get information about behavior expectations at home, as well as what strategies are used at home for reinforcement and behavior modification.
- Consult with behavior specialist, counselor, coach, etc...

Avoid a “Snap Decision”

- Consider the culturally bound nature of the behavior expectation
 - What is your interpretation of the behavior (why do you see it as problematic)?
 - What are alternative interpretations of this behavior?

Staff Managed vs. Office Managed

Discipline offenses handled by the Teacher/Staff	Discipline offenses that result in an Office Referral
<ul style="list-style-type: none"> • Physical Aggression - Non-serious, but inappropriate physical contact • Inappropriate Language - Low intensity instance of profanity or rude language • Teasing/Taunting – Disrespectful messages or gestures that do not include serious threat or intimidation • Defiance/Disrespect -Brief or low intensity failure to respond to adult requests 	<ul style="list-style-type: none"> • Fighting/Serious Physical Aggression - Actions involving serious physical contact where injury is intended or highly likely, such as two individuals exchanging blows that could result in serious injury. • Abusive Language -Words used to threaten harm or profanity used to hurt another individual. • Defiance/Disrespect -Refusal to follow directions, talking back, and/or socially rude interactions that continue despite several interventions and/or seriously interferes with the learning or activity of others.

Data for Decision-Making

- Implementation data
 - Team Implementation Checklist (TIC)
 - School-wide Evaluation Tool (SET)
 - Benchmarks of Quality (BoQ)
 - Self Assessment Survey (SAS)
 - Culturally-Responsive Assessment (CRA)
- Outcome data
 - Office Discipline Referrals (ODRs)
 - Climate surveys
 - Teacher-developed
 - Attendance, gradation rates, and drop-out

Data-Based Decision Making Through A Cultural Lens

- Look at the data
 - How great are racial/ethnic disparities?
 - In what infractions? In what consequences?
- Make meaning of the data
 - Must represent *all* groups and perspectives
 - What are the cultural differences?
- Develop a *culturally responsive lens* leading to equitable interventions
 - How might we develop a school-wide plan for *our* population?
- Evaluate
 - Disaggregate data
 - Have we changed both rate *and* disproportionality?

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33

Looking at the Data

- Big Five
 - Average Referrals Per Day, Per Month
 - Referrals by Problem Behavior
 - Referrals by Location
 - Referrals by Student
 - Referrals by Time
- Ethnicity data
- Suspension and Expulsion Data
- Suspension and Expulsion Data by Ethnicity

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34

Disaggregating Data

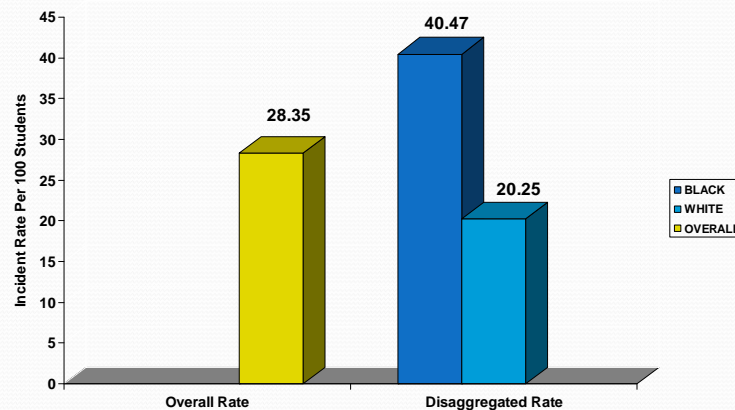
- Purpose of disaggregation
- Examining racial and ethnic disproportionality
- Ask a fundamental culturally responsive question:

"Are all groups benefitting equally from our teaching and discipline?"

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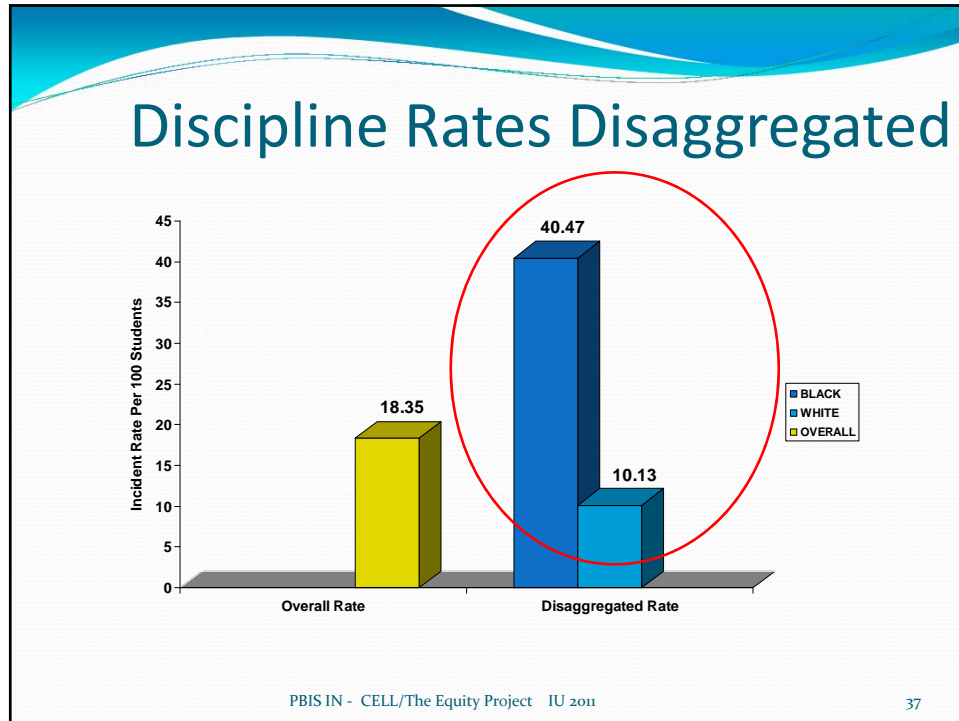
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Discipline Rates



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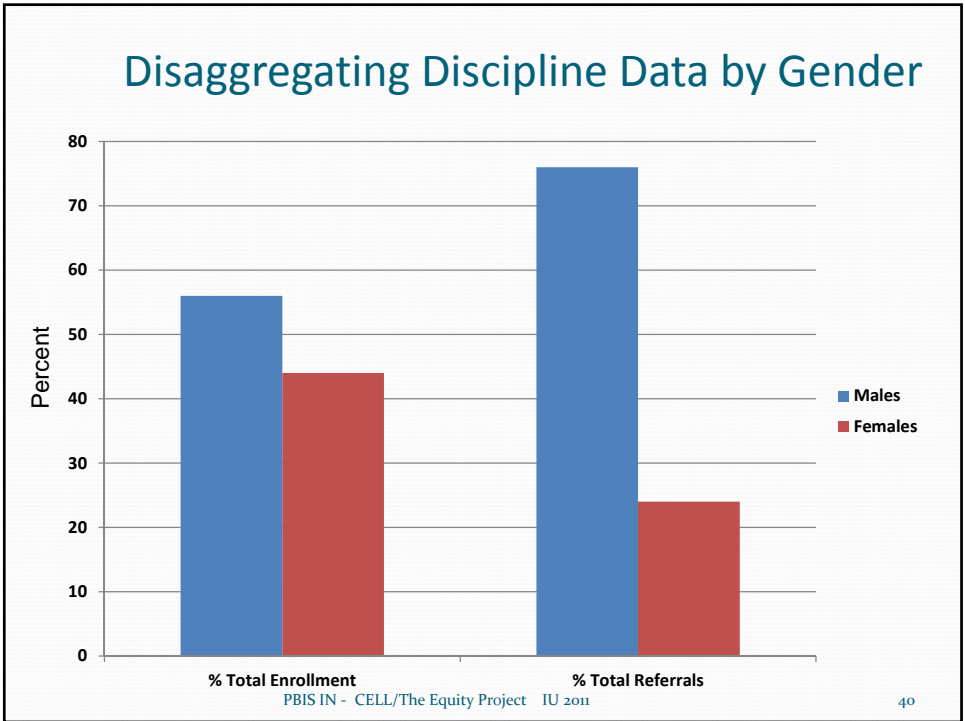
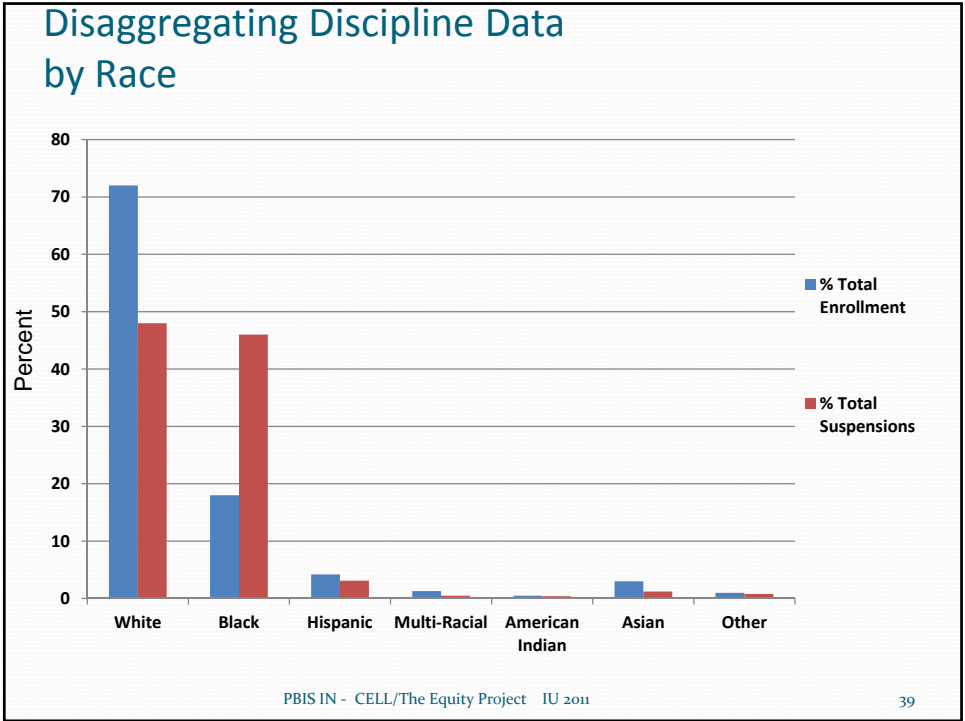
36



Disaggregation: Part of Culturally Responsive Practice

- Examine causes for inequities by looking at all aspects of data
 - Race
 - Socioeconomic status
 - Special education status
 - Gender

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Are All Groups Benefitting Equally?

- Where is the disproportionality?
 - What groups are disproportionate?
 - What consequences are disproportionate?
 - What behaviors are disproportionate?
 - What locations are disproportionate?
- Why is this occurring?
- What does the data tell you?
 - What are the implications for our school and our students?
 - Are all groups benefitting equally?
- What decisions should we make based on the data? How can we put this into our action plan?

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41

What do you see in schools using SW-PBS that considers culture?

- Students and adults are able to tell you the expectations of the school in their first language.
- Students and adults identify the school as safe, predictable and *fair*.
- Students identify adults in the school as actively promoting their success.
- Staff engaged in developing self-awareness of their own cultural backgrounds.
- Staff engaged in learning about students' cultural backgrounds and learning histories.

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42

What do you see in schools using SW-PBS that considers culture?

- Instruction engages students by considering learning styles and incorporating students' "cultural capital."
- Team-based systems for Targeted and Intensive behavior support for youth with more significant needs.
- Teams include families.

What do you see in schools using SW-PBS that considers culture?

- Teams meeting regularly to:
 - Review disaggregated data
 - Determine if PBS and culturally responsive practices are being used
 - Determine if practices are being effective for all student subgroups and their families
 - Identify the smallest changes that are likely to produce the largest effects
 - Focusing on the use of evidence-based practices

What do you see in schools using SW-PBS that considers culture?

- Faculty and staff who are active problem solvers.
 - They have the relevant information
 - They have efficient organizational structures
 - They have effective outcome measures
 - They have support for high-fidelity implementation and active innovation.
 - They commit to building relationships with all parents and families

Family engagement and SW-PBS

- Parent/family roles:
 - Cultural informants and experts on their children
 - Sources of cultural knowledge
 - Help provide picture of “whole child”
 - Consultants on:
 - School-wide expectations
 - Acknowledgment system
 - Responding to behavioral errors/behavior modification
 - Partners in teaching students
 - Team members

Redefining family engagement

“Family engagement comprises all activities that parents undertake to help their children to learn and do well in school and through life”

-Indiana Partnership Center

www.fscp.org

Facilitating Family Engagement

- Make space for parents and families
 - Literally and figuratively
 - Facilitate the development of parent networks
- Provide information in native languages
- Build cultural knowledge and value diversity
- Collaborate with families
 - Share power, responsibility, and decision-making
- Reduce logistical barriers

What does it take?

- District Commitment
- School Commitment
- 6 Days of Training
 - First 2 days creating a cultural lens
 - Self awareness
 - Cultural awareness/knowledge
- Hypothesizing around data
- SW Plans that are culturally responsive
- Involving and engaging families and students
- Monitoring with data that is disaggregated

The Challenge:

*Are all groups benefitting
equally well?*

Contact Us!

Center on Education and Lifelong Learning

www.indiana.edu/~pbisin/

Heather Ormiston, Ph.D., NCSP
ormiston@indiana.edu

Michele Brentano, M.Ed.
mbrentan@indiana.edu

The Equity Project

www.indiana.edu/~equity/index.php

Lauren Shure, Ph.D., LMHC, NCC
lshure@indiana.edu

51